

# THE MASSACHUSETTS TEACHER.

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Vol. V. No. 1.]

JOHN D. PHILBRICK, EDITOR OF THIS NUMBER.

[January, 1852.]

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MR. BATES, who was announced as the editor of this number, having declined the appointment, Mr. PHILBRICK, at the request of the Executive Committee, assumed the responsibility of preparing the matter for the press.

## OUR JOURNAL.

WITH the present number, the "*Teacher*" enters upon the fifth year of its existence, and we embrace the opportunity which the commencement of a new year affords, to present a brief sketch of its history, design and prospects.

"The Massachusetts Teacher" is conducted by a Board of Editors, who are appointed annually by the Massachusetts State Teachers' Association, of which body it is the responsible organ. It was established because it was believed that our profession needed a paper of its own. Teachers felt that a *Teachers'* journal was needed,—one which would come home directly to their own "business and bosoms." They believed that such a publication might be made a powerful instrument in advancing the interests of education, and of elevating the profession of teaching.

Accordingly, at the third annual meeting of the State Association, held at Springfield, about four years since, a committee was appointed consisting of twelve practical teachers, for the purpose of "devising and carrying into execution some plan for the publication of a *Teachers' Journal*."

After mature deliberation, that committee agreed upon the following plan for the establishment of a journal:—

1. A journal shall be issued semi-monthly, and be called

"*The Massachusetts Teacher.*" Each number shall contain sixteen pages.

2. This publication shall be furnished to subscribers for \$1,00 per year, payable in advance; and if the receipts shall exceed the expenditures, said excess shall go into the Treasury of the Massachusetts Teachers' Association.

3. The several members of the committee shall, in rotation, take charge of a number, and be its nominal and responsible editor.

4. The general oversight of its publication shall be intrusted to an Executive Committee, consisting of four of the Board.

Such is the original outline of the plan upon which the *Teacher* was established. As experience has demonstrated the need of modifications, they have from time to time been introduced; but the main features have not been changed. At the close of the first year, it was deemed advisable to make the issue monthly instead of semi-monthly, and at the same time a contract was made with a responsible publisher, who agreed to take the management of the business affairs of the concern, and incur the trouble and risk of publishing, for the profits that might accrue.

Subsequently, the plan of conducting the editorial department received some modification. A few pages of each number were appropriated to local and general educational intelligence, notices of new works on the subject of education, abstracts from reports, and miscellaneous items. The management of this department was placed in the hands of the Executive Committee, and we are gratified to learn that this feature of the publication has contributed in some degree, to render it acceptable to its patrons. It is believed that in future, no reasonable effort will be spared to make this department more full and satisfactory.

Some steps have been taken towards another improvement which we are inclined to believe will be a valuable one. At the late annual meeting of the State Association, a sum of money was appropriated to defray the expense of procuring some of the best trans-Atlantic educational journals, in order to enrich the pages of the *Teacher* with what is most valuable in their contents. In Germany, where the art of teaching has been carried to a higher degree of perfection than in any other country whatever, there are more than thirty periodicals devoted exclusively to the cause of education. From this field we hope to reap a rich harvest for our readers.

These are some of the steps which have been taken to elevate the character and increase the usefulness of this journal. Of the success which has attended these efforts we shall not pre-

sume to speak. We leave that to the judgment of others. The subscription list of the publisher is perhaps the most reliable index of the estimation in which the *Teacher* is held by our fellow-teachers.

From this source we gather encouragement. Ever since the commencement of the enterprise the number of subscribers has steadily increased. And it is a circumstance worthy of remark, that very few who are exclusively devoted to teaching as a profession, have discontinued their subscriptions. The call for complete sets is a flattering and gratifying indication that it is considered worth preserving in libraries.

The profits of the concern are as yet only nominal, and it was found necessary to draw from the funds of the Association to carry it through the first year of its life.

The practical question which we would now put to the teachers of this State is this, Will you give the "Massachusetts Teacher" a more liberal support, and thus make it more worthy of your patronage, and more worthy of the great interests to which it is devoted? Its future character and history must of course depend in a great measure upon the support you give to it. It is *your* paper, and we wish you so to consider it. If *you* do not sustain it by subscriptions, it must languish. If *you* do not send your contributions to its columns, who will? That it has imperfections we do not doubt. What periodical has not? But let every teacher in Massachusetts lend a hand to improve it, and it will become, if it is not now, the pride of the profession.

We hold that it is the duty of every teacher in Massachusetts to take and read an educational paper, and when we find a person in a permanent situation as a teacher, without such a publication, if we do not conclude there is something "rotten in Denmark," we do feel pained. If any have arrived at such an enviable degree of perfection in the science and art of teaching that they can glean no new ideas from such a source, we congratulate them on their good fortune, and since they do not need a paper for themselves, we can only ask them to help sustain one for the sake of their less fortunate brethren.

It is the design of the *Teacher* "to advance the true interests of our profession, and to promote the great cause of education," and its conductors have labored to accomplish this object. They have also steadily kept in view the importance of making it a *practical* paper, in the best sense of the term; and although they would not discontinue the discussion of elevated topics, and the development of fundamental principles in education, they intend to publish a due proportion of articles upon subjects immediately connected with the duties of the school-room. It is expected that *every number* will contain at least one article adapted

to the wants of such teachers as have had little or no experience.

We hope to be able to publish in the present volume, *one*, and perhaps the *three* annual reports of the present Secretary of the Board of Education.

Brother Teachers, with these remarks, we present you with the first number of a new volume of "*The Massachusetts Teacher*," and from our "heart of hearts" wish you all a happy new year.

## DRAWING

ON THE PRINCIPLES OF PESTALOZZI, FOR THE CULTIVATION OF  
TASTE AND INVENTION.

BY PROF. WM. J. WHITAKER,

Principal of the New England School of Design, Boston, Mass.

Entered according to Act of Congress, in the year 1851, by

WILLIAM J. WHITAKER,

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### FIRST COURSE.

THIS art is too frequently looked upon as one which only those who have special talent or genius can acquire, and is regarded as an elegant accomplishment, or foible, rather than as one of the parts essential to sound education, and one that will be useful to every man, woman, and child, who will spend the time requisite to learn it thoroughly; and to do this, no more talent or genius is required than serves us in many other branches of study. It may become familiar to all who have the necessary amount of patient perseverance to overcome the absurd prejudices of narrow conventional bonds, and to wade through the apparently dry routine of small matters requisite to thoroughness in any branch of education. The necessity of knowing how to draw must be apparent to every teacher who desires to do his or her work effectually, as they daily require its aid in the routine of school exercises; and to teach many branches without making liberal use of it, is almost impossible.

Suppose, for instance, we take geography as an illustration.

The children may have never seen mountains or rocks. But by a few strokes with a crayon on the blackboard, they appear before their wondering eyes, and by well directed description, the size, extent, general features and character are all made clear; the more so because done by a teacher's hand. In a lesson in the old country on Wales, the mountains of course came in, were drawn and described. The teacher proposed to ascend one of the highest, and it was done in imagination. They came



to the base, clambered the sides, now and then rolling down, or slipping back many feet, found themselves a good way from the summit, which a moment before they expected soon to reach ; at last the task was done, and after enjoying the view from the top, the descent began. One little girl remarked, when safe at the bottom, "I am so glad we are safe down, I feel so tired." And yet the class had scarce moved during the whole lesson. Not alone in this subject is it useful, but in almost every branch—even in arithmetic it aids us in measurement ; and in the more advanced studies, as geometry, geology, botany, physiology, and the mechanical arts, how essential to both teacher and pupil.

In children it cultivates, if properly taught, the powers of observation, and leads them to investigate many things they would never have dreamed of without it.

Let us endeavor to make it a branch of education for its own intrinsic value, and for a still higher purpose—that of cultivating among the people a universal love of beauty. We shall thus improve art, manufacture, and public taste. The hideous forms too frequently seen on ladies' apparel must disappear and give place to designs becoming the wearer, and such as will be in perfect harmony with the highest form of material development. Our dwellings will be improved, for all that belongs to their ornamental and useful furniture and decoration must be changed so that it will be in keeping with the improved taste and appreciation of all beautiful productions, whether manufactured or natural. Beauty will become cheap, and its influence on society will increase as it becomes more universal among us.

To the pupil it is important, more especially in after life, for its connection with manufacture is so extensive that it is impossible to define its limits, or tell when its usefulness ends.


The modes of teaching drawing, or that which appears something like it, are extremely varied—mezzotints, poonah, monochromatic, and other humbugs of the same school. But what do they all amount to?—Mechanical effect!—but fail to give one real vital principle.

Then we have copying, a mode made by far too much use of, and one that fails to give us the power we require—that of producing new and original ideas. If we copy a thousand prints or drawings, it will not enable us to produce one idea of our own, or even to sketch the simplest object from nature.

We have the new method of commencing with drawing from models, which is better than the last, but this also fails in many particulars. We have to develop the laws of perspective, which we do not see their necessity, or understand their use ; therefore we must seek some method that will first give us the

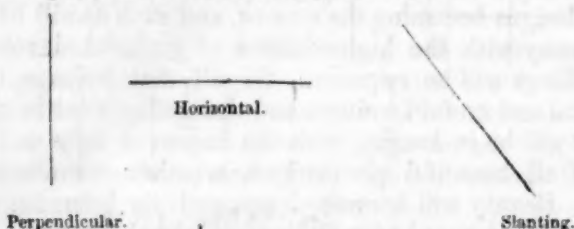
power of drawing with freedom, and awaken thought, and by such means produce wants from which principles and laws will come in natural order. It is this kind of drawing we shall attempt in the present and succeeding papers to illustrate and develop. We call it Inventive Drawing, and commence in the simplest possible manner.

All Drawing may be reduced to one element—the line. Lines are of two kinds, straight and curved.



A straight line describes the shortest distance between two points, and has its sides equal. All lines are straight, whatever their position may be, if they have this character.

The curved line differs from the straight one, as it always changes its direction, and has its sides dissimilar, one being concave, the other convex. We commence with the straight line, and find its position can be varied, as the



Sometimes another term is applied to perpendicular lines, viz., vertical, but not always correctly. All lines that are vertical, (or at right angles with the plane of the earth,) are perpendicular; while all perpendicular lines are not vertical. A ship, when in dock lying perfectly still has its masts vertical; as soon as it becomes exposed to the action of the wind and waves, they lose their vertical position, but remain perpendicular to the deck of the ship.

We define a perpendicular line, as one standing erect on its end.

The horizontal, as a straight flat line, illustrated by the floor, the ceiling, the surface of water, &c.

The slanting line, as one that is neither perpendicular nor horizontal, and also less arbitrary in its character, for the two first will not admit of any modification, while this may incline, more or less, to the right or the left.

Combination means simply to put together. But we necessarily divide it into two parts, relative and positive. Relative,

when, like parallel lines, essential to one another, but not joined; positive, when actually touching each other. The uses of this will be seen more clearly in the next paper.

We now commence our exercises by giving for the first lesson, the combination of two straight lines. They may be put together in any way the mind can suggest, and will admit of more variety than may at first appear, as,



Many others may be produced, but it is necessary that each combination shall represent a different idea.

2. Combination of three straight lines. This may be arranged in two parts—1st. Representations of familiar objects, as letters of the alphabet, numerals, &c., and the more ideal arrangements, of which great varieties will be found.



3. Combination of four straight lines, proceeding in the same way. Never hurry over any step, but always dwell sufficiently long to do your work effectually. This concludes the exercises with simple lines; each will be found to give greater powers of production than the former, and much more varied in their forms.

A few hints on holding the pencil may not be out of place.

To draw lines correctly, it is requisite to pay attention to the following rules:—

1st. The pencil must be held as loosely as possible in the hand for straight lines, and grasped firmly for curved ones.

2d. The pencil must always be held at right angles with the line to be drawn—that is, horizontal when the line to be made is perpendicular, and perpendicular when horizontal.

3d. Perpendicular and slanting lines must be begun at the top, and should be made perfectly clear and definite—the painted by going over and over again; horizontal, lines from left to right.

4th. The lines drawn should never be carried beyond what

is technically called the natural scope of the hand ; that is, as far as the pencil can be carried without bending the joints of the fingers. The fingers and thumb should be held as nearly straight as possible, so that the pressure may be even.

By attention to these rules and steady perseverance in their use, neatness and precision will be certain to be acquired.

*(To be continued.)*

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### ELEMENTARY ARITHMETIC.

MR. EDITOR :—In complying with your request to contribute to the Teacher, an article on arithmetic, I shall confine myself chiefly to practical suggestions on that part of the subject which comes within the province of primary school teachers, not hesitating, when necessary, to dwell on "little things."

It may be safely asserted, that a person who thoroughly understands the nature and use of numbers and numerical operations, with the methods of representing both, and of performing the latter, and who has such mental training as will readily enable him to determine from the conditions of any given problem what operations are necessary to its solution, is a good arithmetician, such as it should be the teacher's object to make of every pupil in this department. But can this object be accomplished? We answer, unhesitatingly, that it can be to a very great extent, if the teacher will begin at the right place, and give only the right kind of instruction. He should see to it that each step is taken at the right time and in the right direction, that each number and each process is thoroughly understood before passing to the next, that no bad habits of study are formed, and that nothing is learned that will afterwards have to be unlearned.

As true ideas of the nature and use of numbers and numerical operations are the foundation of all arithmetical knowledge, they are most important to be taught. Any vagueness or uncertainty with reference to them, will make the whole subject obscure, and cause the most simple things to appear complicated and difficult, while a clear comprehension of them ensures rapid and easy progress, and final success. It is unfortunately the case, that the method of exciting these first ideas, receives but a small share of the teacher's attention, and that the first lessons are usually taught with less skill than any subsequent ones. Words are allowed to take the place of ideas, and that which ought to be made an interesting and attractive study, becomes dull, dry, and forbidding.

One cause of this is, that too much dependence is placed on



the text book. The text book is, in reality, of very little use till the idea of number has become fixed and definite in the mind. The first lessons can only be successfully given by the living teacher. It is for him to devise such illustrations and explanations as will best impart the idea, awaken thought, and develop mind. The most common visible objects, such as nuts, pebbles, books, &c., will furnish materials for all necessary illustrations. Formal apparatus, such as numeral frames, tables, and pictures, is unnecessary, and often injurious. No one set of objects should be exclusively used, for in that case, there would be danger of the child's confounding the idea with its representative object. The recently proposed method of using the left hand as a counting frame, having the fingers and certain other defined places on it, represent each a number, seems to me to be false in theory, and pernicious in practice. An eminent English writer, speaking on a similar topic, says, "I have seen a child who, when asked to point to three, would show the third finger of his hand." To call over the words, *one, two, three, &c.*, does not of itself, teach counting, nor does it impart any ideas of number. Those ideas are independent of the language used to express them, and should be formed in the mind before their representative word or sign is given.

Unity, or one, is the first thing to be taught, and as all other ideas of number grow out of this, and are measured by it, too much care cannot be taken to teach it well. Call the attention of the class to any single object, and lead them to apply the term *one* to it. Call their attention to another object in the same manner, then to another, then to another, and so on, leading them to apply the term *one* to each; e. g., one book, one chair, one apple, one boy, &c., &c. Let the scholars point out objects for themselves, and apply the term *one* to each. Let them also apply it to things absent, and to actions as well as things. By such varied applications, the abstract idea can be obtained. The *character 1*, may now be given, and after teaching the pupils to write or print it, it will be a valuable exercise to have them write it on their slate as many times as they can think of things to apply it to.

To teach the number two, call attention to each of two objects, and then putting them together, explain that when one thing and one thing are considered together, we call them two things. Questions like the following may be asked, illustrating each question by performing with the things the indicated operations. "Here are 1 bean and 1 bean; what will you call them?" "How did I obtain the two beans?" "If I should take away 1 bean, how many would be left?" "One book and one book

are how many books?" Giving the pupil one thing, ask, "How many more things must I give you that you may have two?"

The *character* 2 should be taught and applied as was 1. Write such an expression as  $1+1$ , and, explaining the character +, at first, as *and*, and afterwards, when its use is well understood, as *plus*, let the pupils read it, applying the numbers to things of their own selection. Thus, "one book and one book are two books," "one horse and one horse are two horses," &c. If no pupil be allowed to repeat a name that has been mentioned by any other, the class will soon exhaust their vocabulary of familiar words. Then if the teacher is skilful, will come the thinking time of the recitation, and the countenances of the children will attest to its interest and value as a mental exercise. Such exercises are as valuable considered with reference to language, as with reference to arithmetic.

Examples descriptive of real or fancied transactions, should be stated by the teacher, and, as soon as may be, by the pupil; e. g., John had 2 cents and he gave away 1; how many did he have left? Susan found 1 apple, and her mother gave her 1; how many did she then have?

Extend these a little by introducing new conditions, and we have all the interest of a story, in an example requiring thought and care in its solution, though involving no numbers above those the pupil has yet learned.

Thus,—A little girl had 1 apple, and her mother gave her 1 more. She then gave 1 to her little sister, after which she found 1 under a tree. On her way to school, she lost 1, gave 1 to a poor woman, and received 1 as a present from a school mate. On her way home, she ate 1, and on reaching home, her father gave her 2. How many did she then have?

Introduce the number 3 in a similar manner, and thus proceed with the numbers as far as 20, mastering each before passing to the next.

If any object that this method is too slow, and that they have not time for it, we refer them to the closing paragraph of a valuable article on Intellectual Arithmetic, in the Massachusetts Teacher for November, 1851.

D. P. C.

West Dedham, December, 1851.

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There is nothing purer than honesty; nothing sweeter than charity; nothing warmer than love; nothing richer than wisdom; nothing brighter than virtue; and nothing more steadfast than faith. These united in one mind, form the purest, the sweetest, the richest, the brightest and most steadfast happiness.

## MR. SHERWIN'S ADDRESS.

At the opening of the annual meeting of the Massachusetts State Teachers' Association at Fitchburg, Thomas Sherwin, Esq., President of the Association, welcomed his fellow-teachers, in a brief, but very appropriate address. He spoke, substantially, as follows :

*Friends and Fellow Teachers :*

THE physical laws of the universe have again brought round the rolling year, and with it our pleasant anniversary. The great law of progress, the attractive force of humanity, working in the human heart, bringing into action and concentrating the efforts of man for the improvement of his fellow man, has again brought us together. We rejoice to meet so many endeared and familiar faces. Thanks be to the Author of all good, that the life, the health and usefulness of so many have been thus far spared. But there exists between us a bond of sympathy stronger than mere acquaintance or general friendship. We are all engaged in a common cause, a cause second to none in importance, inferior to none in its bearing upon the destinies of the world. Every one earnestly engaged in promoting this cause, deserves the title of, and shall receive the regards due to, a brother or sister.

We meet, my friends, for mutual encouragement and mutual improvement. The nature of our calling, the delicate framework of the youthful mind, the impressible nature of the childish heart, the influence we may and must exert, either for good or evil, are such as to justify, nay, to demand all possible exertions to qualify ourselves for the intelligent, faithful and successful performance of the duties of teachers.

The ripple marks of the antediluvian waves, the impress of the rain-drops which fell many thousands of years prior to the existence of man, even the footprints of the wind, that swept gently or violently over the face of the uninhabited waste, remain stamped in the adamantine rock, and present a meteorological journal, almost as accurate as that traced by the pen of the philosopher within the current year. So the impress of our exertions, what we teach, whether by precept or example, our successes and our failures, will be transmitted to generations thousands of years hence, and remain indelibly inscribed upon the various strata of human life. Or rather, like the great and mysterious alembic of nature, which transmutes the coarse carbonaceous materials of the earth into the precious sparkling

diamond, the school-house, with its proper agencies and the home culture, elaborates the being, which otherwise would be little above the brute, into a highly intellectual and moral being, approximating in dignity to the angels of light. Or if these agencies and this culture are perverted, and we exercise a malign influence, the subject of our labors may become, almost without a figure, an angel of darkness.

How momentous then is our calling ! How potent for evil may become our ignorance, our remissness, our bad passions, or our baneful example ! A single mistake uncorrected, a single instance of injustice unrepaired, may transform an infant Newton into a mere calculator of usurious gains, who looks with stolid indifference upon the orbs of the celestial universe, or a youthful Howard into a Nero, who revels in the conflagration and death of all around him. Nature indeed makes great original distinctions in man, but genius without culture is like the giant Typhœus, imprisoned and grovelling beneath the isle of Sicily, and great powers perverted send desolation and moral death throughout the entire sphere of their influence.

It is well, therefore, that we strive to improve ourselves in all that embellishes and strengthens, in all that purifies and extends the sway we may exert. It is well that we meet to take counsel of each other. It is well that we endeavor to form a just estimate of the power we may wield, and of the usefulness and respectability, I might say, dignity of the teacher's office. We shall go home with a keener relish for our labors, prepared for a more exquisite enjoyment of success, and with a stouter heart to brave the troubles, and endure the perplexities, trials and disappointments, with which every philanthropist, whether conspicuous or obscure, must inevitably meet.

I have alluded to the respectability of teaching. Let me not be misunderstood. I mean its real, inherent respectability, not the esteem which it receives in the eyes of the world. True, Seneca, Socrates and Plato were teachers ; Dr. Johnson was a teacher, how much soever his sycophant biographer would conceal or extenuate the fact ; our Lord and Saviour was the Great Teacher. Yet it has been a favorite theme with some distinguished writers, and the vogue with many self-styled eminent persons, to ridicule and degrade the business of teaching. If they despise what they are pleased to regard as our mean calling, let us in our turn, (so far as we may consistently with Christian charity,) despise their mean characters. We shall then be quits with them.

Nevertheless, I fancy that I hear some repinings that our names are not inscribed on the rolls of fame, that we are obliged to toil hard for a mere competency, nay, perhaps forego most



of the luxuries and many of the conveniences of life. Had you wished to enter the arena of ambition, to resort to the arts which gain the popular applause, to involve yourselves in intrigues by which to thwart your rivals, to submit to the violations of conscience which a tortuous policy requires, to undergo the anxieties attendant on a thirst for fame, and endure the disappointments and mortifications unavoidable in the pursuit of it, your names might perhaps have resounded in the public ear, and been written on the pages of history,—at least, on those of an annuary. Again, had wealth and that vulgar aristocracy which wealth confers been the sole aim of your life, had you descended to the mean tricks of trade, pondered by day and dreamed by night upon your profits and losses, wasted your body and besotted your soul in plans for buying cheap and selling dear, tossed intellectual happiness and moral approbation to the winds—in short, turned pagan and worshipped the golden image, you might perhaps have rolled in your splendid carriage, and been almost as meritorious as the beasts that dragged you. But you have not chosen to take the means too often necessary to secure fame or riches. Be content, then, with the estimate in which your labors are held, satisfied that the most useful is the most honorable life.

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### GOOD ADVICE TO BEGINNERS.

WE welcome to our pages the following letter from a fair correspondent. Such communications are “twice bless’d.” They benefit the writer and the reader. Shall we not have more of them?

*My Dear Friend :*

I am sorry to learn from your communication that you are so sadly discouraged with the class of pupils you have the good fortune to have in charge. I say *good* fortune, notwithstanding your decided opinion to the contrary, for it certainly is such, if you have health and strength sufficient to lift them above their present state. Of the principal faults, deficiencies and obstacles you mention, I see none that have not been experienced by many teachers in country schools, and that have not been remedied. You know the old adage “What man *has* done man *can* do.” First, you are troubled by the unnecessary absence and tardiness of your pupils. The best remedy that I can recommend to you, is to make them *interested* in school and school duties ; do this, and half the work is accomplished. In order to effect this desirable state of things, you must be in

your school-room in season, yes, more than in season. Be there ready to talk with your pupils; tell them interesting anecdotes that you have heard or read. Tell them, perhaps, to begin with, that you have a very interesting book that you will read to all who will be in the room fifteen or twenty minutes before the school session commences. Get them interested in assisting you about any little matter that may occur to you, such as assorting pictures or shells, and if you have none that are disarranged, perhaps you might put some in disorder for the occasion. Give your pupils something to expect from one session to another,—only make them feel a wish to be in the school-room, rather than away, and parents will seldom require the services of a child so much as to refuse a request to attend school. Show the pupil that you *do really care* whether he is absent or not, and let him feel that he has lost something quite interesting by being away, and you will at least have made an impression that will influence him in future to more constant attendance.

But there are some that cannot be induced to attend, in this way. These must be looked after by you in several ways. Call and see the parents,—call when you are walking to school, to see if the pupil will not join you; make both parent and child interested by awakening their pride. Every pupil has some excellencies. Perhaps one is a good writer, another a good reader, and in whatever he excels, he will feel the most interest. Through this one point, whatever it may be, you may gain a hold on the pupil's mind, and interest him in other exercises of the school, and with much care and labor on your part, you can secure a good average attendance.

You say you have no conveniences. That certainly is a great hindrance to the progress of your pupils; but if you have none, you must make them, at least, substitutes for conveniences. If you have no blackboard, take a common pine board, and if you cannot procure that readily, use the funnel of your stove; *that* will show a chalk mark, and although it may not be the most convenient thing imaginable, it is better than nothing. If your entry is minus apparatus for hanging clothing, your boys will undoubtedly be delighted to bring nails and to drive them for you. You can, with a little trouble, cultivate a spirit of neatness. Encourage pupils to come with neatly washed faces and hands and nicely combed hair. If you have not experienced the effect of these things, you will be surprised at the alteration they will make, not only in the appearance of your school, but in the behavior of your pupils. You complain of listlessness and indolence in your school-room. I think if you succeed in making your scholars interested, these evils will gradually

disappear. Be sure that every one in the room has something to do *all* the time, and you will generally insure quietness. Allow those that can write, to copy a few lines from the Reader, or any other book that you choose, and if it is well done, commend the neatness and correctness of the performance. Be sure to praise the work if there is a single point that will admit of praise; at the same time, pointing out the faults in a way that will *encourage*, and not *discourage*.

Say, for instance, to a pupil that you may see idle, "Mary, be as quick as you can, in the preparation of your Geography lesson this morning, for I have something I wish you to do for me when you have learned it." You will often obtain a half hour's quiet study, and consequently a well-learned lesson from a careless pupil, if some pleasant exercise is held out as an inducement to the careful preparation of the work assigned.

*Lead* your pupils, instead of driving them; that is, all that *will* be led: there are some that *prefer* to be driven; comparatively few, however, as far as my experience has taught me. *Work* on, and hope ever—must be the teacher's motto. Nothing but hard, constant labor, will accomplish your object. Put your whole soul into the duties attendant upon the school-room, and *work*; you cannot fail to accomplish *something*. Y.

## MASSACHUSETTS TEACHERS' ASSOCIATION.

### SEVENTH ANNUAL MEETING.

*Fitchburg, Nov. 24th, 1851.*

THE meeting was opened with prayer by the Rev. Mr. Bulard, of Fitchburg.

The President then welcomed the Association to this, their Seventh Anniversary, and, at the close of his address, signified his intention of declining to be considered a candidate for re-election.

The report of the Treasurer, J. A. Stearns, Esq., of Boston, was then read and accepted.

The subject of publishing the proceedings and lectures of the Association was introduced, and discussed by Messrs. Parish, of Springfield, Philbrick, of Boston, Greenleaf, of Bradford, and Poor, of Hopkinton. On motion of Mr. Parish, a committee of three, consisting of Messrs. Parish, Philbrick, of Boston, and Blake, of West Tisbury, were appointed to take the subject into consideration, and report thereon on Tuesday morning.

At the appointed hour, a lecture was delivered by D. B.

Hagar, Esq., of West Roxbury, on "The Importance of Cultivating the Reasoning Powers, and the Influence of Schools in relation thereto."

The Lecturer first considered some of the essentials to correct reasoning, and then showed their application to the art of instructing.

1st. The importance of knowledge, as the foundation of all reasoning, was enlarged upon: since "reasoning" is the process by which unknown truths are deduced from those which are known or admitted, a thorough acquaintance with all facts having a bearing upon the subject, is requisite for arguing rightly upon it:—nothing so much tends to diversity of opinion as want of this familiarity with the subject, whether in politics, morals or religion. "A little learning is a dangerous thing," because it is made the narrow basis of opinions and actions.

2d. A proper selection of facts is necessary to correct reasoning.

3d. Proper arrangement and classification must be regarded.

4th. In order to present our argument with the greater cogency, we must likewise be able to recall our ideas in the order we have assigned them. The last step in a course of reasoning, is, to draw the conclusion. Care must be taken not to predetermine this, and that it be not the result of prejudice. But when, from a careful train of reasoning, a certain opinion seems to be right, or a certain course of action appears to be our duty, the one should be firmly maintained, and the other boldly pursued. The above principles were forcibly illustrated by a judicious reference to their application in real life as instanced in the practices of the historian, the politician, the lawyer, the physician, &c. Then, as to their application in the labors of the school-room. The teacher must both impart knowledge, and teach his pupils how to obtain it for themselves. As the knowledge which the child receives at school is exceedingly small, compared with what he learns when he goes into the world, it is more important to teach him how to learn, than to store his mind, without imparting the ability to collect for himself. The scholar may bear away from the exhibition many a golden prize, and yet be unable to investigate a subject out of the beaten track. Knowledge in the branches usually taught in our schools is indispensable, but if the pupil be not, at the same time, taught to investigate for himself, he will go from the school, poorly fitted for the active duties of life. How shall we avoid such a result? By cherishing a spirit of investigation. Stimulated by this spirit, the child will break his rattle, or the mirror, search the house from attic to cellar in pursuit of informa-



tion. Cherish, then, this spirit. At the same time, encourage the child to surmount obstacles of its own accord. Pupils should be taught to consult other books and authorities than merely those which are prescribed as their text-books; but in this, due regard should be had to the age of the pupil.

The topical system of instruction, under the skilful teacher, will be attended with the most gratifying results, especially in Geography and History: thus, instead of committing to memory pages of the Geography, let any country, as England, for instance, be given to the class as a subject; then select the topics to be discussed, as its latitude and longitude, its boundaries, surface, mountains, bodies of water, rivers, natural curiosities, capital, chief towns, government, commerce, agriculture, manufactures, civilization, characteristics of the people, &c.:—let these be investigated, in whatever sources, and be recited not as if whole pages had been committed to memory, but as from a mind well stored with information, and able from its abundance to impart in language its own, and, as it were, extemporaneously.

Familiar philosophical discussions on natural phenomena of daily occurrence, will be useful in fostering this love of investigation. Encourage the pupil to present questions, such as arise in his daily observation, record them in a book for the purpose, and give him credit for them; then, at a convenient time, select some one of them for discussion and explanation. Moral as well as physical subjects may be presented by the older pupils. The influence of the instructor should go with the child beyond the school-room, and should follow him to his home, and there direct his course of reading: he should be taught to read books and the newspapers with the view of gaining knowledge which shall be of use to him hereafter. He may gather from the papers and periodicals many valuable statistics, and classify them. He will then read with close attention and careful reflection.

We have abstracted thus much from the lecturer's development of the first principle of correct "reasoning" and its application to the business of instruction: want of room forbids our pursuing it further. We subjoin the closing page of the address.

"It becomes us to consider whether our earnest efforts are really directed to the ultimate well being of our young charge, or solely to our personal advantage. By sacrificing thoroughness to brilliancy,—a gradual, but healthy development, to one which is forced and injurious, it is possible to attain a seeming success that shall excite the warmest admiration, and impart to us a fleeting honor: but let us beware lest our work be like some splendid achievement of pyrotechnic art, which, for a moment, delights, dazzles and astonishes, and then leaves behind nothing but a blackened, worthless frame.

Well indeed may we sometimes be overwhelmed at the thought of our great responsibility ; still, patience will not labor in vain, and fidelity always brings its rich reward. With responsibilities, come discouragements ; and we may at times be surrounded by a sea of difficulties, but if we surmount them boldly, they will be to us like the waves that lifted Noah's ark, and bore it nearer Heaven.

Sow we, then, the seeds of knowledge in patience and in hope. It is a great and noble work which God has given us to do."

"How beautiful who scatters, wide and free,  
The gold-bright seeds of loved and loving truth !  
By whose perpetual hand each day supplied,  
Leaps to new life the bounding heart of youth."

#### TUESDAY'S SESSION.

The subject of Prizes for Essays was introduced by Mr. Philbrick, of Boston, and was discussed by that gentleman, and by Messrs. Reed, of Roxbury, Hammond, of Monson, Pennell, of Lawrence, Greenleaf, of Bradford, and Mansfield, of Cambridge, and was then laid upon the table for future disposal.

Rev. Mr. Peirce, of West Newton, offered an amendment to the Constitution, to wit : that the word "male" be stricken from the 2d article of that instrument, so that any practical teacher may become a member of the Association. Mr. Peirce prefaced his amendment with remarks on its importance. He considered it in accordance with the improving spirit of the age, and stated, that, owing to the restriction on membership which the 2d article imposed, many teachers who would gladly have availed themselves of the advantages of membership, had been excluded. After further remarks upon the subject by Mr. Greenleaf, of Bradford, the amendment was laid on the table to be brought up at the eighth Annual session.

Mr. Peirce then offered the following resolution, prefacing it with introductory remarks.

*Resolved*, That, as the sense of this Association on the subject, it is the duty of teachers to discourage, by their instruction and their example, the use of tobacco.

Mr. Stearns, of Boston, opposed the passage of the resolution on the ground that it would compromise the free action of teachers, and that many who would silently acquiesce in it, would practise in opposition ; such a course would savor somewhat of hypocrisy : he was, however, opposed to the use of the article referred to in the resolution. Messrs. Greenleaf, of Bradford, and French, of Waltham, denounced in the strongest terms the use of tobacco in all its forms, and urged the passage

of the resolution. On motion of Mr. Parish, of Springfield, the subject was laid on the table for future disposal.

Mr. Philbrick, Chairman of the Committee on the Massachusetts Teacher, reported the following list of Editors for the ensuing year, viz. :

For January—1852—Joshua Bates, of Boston.

“ February—F. N. Blake, of W. Tisbury.

“ March—Charles J. Capen, of Dedham.

“ April—C. C. Chase, of Lowell.

“ May—Caleb Emery, of Boston.

“ June—W. C. Goldthwait, of Westfield.

“ July—D. B. Hagar, of West Roxbury.

“ August—Charles Hammond, of Monson.

“ September—W. W. Mitchell, of Chicopee.

“ October—C. Northend, of Salem.

“ November—Ariel Parish, of Springfield.

“ December—C. S. Pennell, of Lawrence.

For January—1853—John D. Philbrick, of Boston.

“ February—Elbridge Smith, of Cambridge.

“ March—E. S. Stearns, of West Newton.

The report was adopted.

At 10 o'clock, A. M., a Lecture was delivered by Eben S. Stearns, Esq., Principal of the Normal School at West Newton.

Subject.—“The Duty of Common School Teachers on Subjects of Divided Opinion.”

The lecturer commenced by alluding to the fact that variety of opinion is a law of the human race, and is generally admitted. Tyranny seeks to repress thought, whilst freedom restricts it only where a regard for the equal rights of men requires it. Just freedom, however, never requires a sacrifice of clearly established, well-defined principle.

The question here naturally arises, How far does a sacred regard for correct principles and the preservation of true liberty require us to interfere with the opinions and acts of individuals and communities, and how far may we take advantage of position and influence to disseminate our own opinions, and to give direction to the thoughts of others?

What is the duty of teachers in the common or free schools of this State respecting subjects of divided opinion? The Massachusetts school teacher is free-born, and is by law invested with all the rights, public and private, civil and religious, to which any citizens may aspire. But in becoming a teacher in the schools of the State, he has become one of its officers, and is bound to perform the duties of his office to the satisfaction of his employers.

The laws of the State require him to teach the grand fun-

damentals of all religion, but prohibit all sectarian instructions: a proper regard for the success of his work makes the same requirements and restrictions in respect to politics, and all other subjects of divided opinion.

Whatever has a tendency to defeat the grand design of the common schools, should be kept from them. The teacher should strive rather to prepare the minds of his pupils for the forming of opinions on all important subjects, than in any way to influence their judgment respecting subjects on which men themselves differ.

The lecturer cautioned teachers to content themselves with the broad common ground prescribed to them by the State, and to beware of sacrificing to a spirit of religious or political proselytism, the great design of free schools,—and concluded with an exhortation to trust in God, to labor earnestly, and to transmit to their successors, our glorious system of common schools, unimpaired.

At 11 o'clock, by special invitation, a lecture on the Phonetic System was given by Dr. Stone, of Boston. He inculcated the importance of introducing the system *thoroughly* into any school in which it was decided to test it. The method or plan of operations was described. First, the whole school in *concert* and *separately* should be taught the alphabet by the *powers* or sounds of the letters, which could be accomplished in one week, if the pupils were from five to seven years of age, of the average ability, and if the teacher did justice to herself, to the system, and to the children. The combinations of the sounds of the letters into easy words were next to be learned; and from this, the step to the reading of simple words was short and rapidly accomplished. In four months they would read *fluently* in any phonetic books *not* beyond their comprehension. Analysis during this entire period should be daily practised.

During the second four months, the children should practise reading from phonetic books beyond their comprehension, continue the analysis of more difficult words, and commence to read from the common print, so that by the end of this period they will be able, in addition, to read from the common print, with a considerable degree of accuracy, language within their comprehension, preserving in the mean time that superior enunciation of the syllables, pronunciation of the words, and intonation of the sentences, which are almost characteristic of the pupils taught by the new system.

During the last four months in the year, the pupils, while continuing their other studies, should be taught *spelling*, and to this may be added some arithmetic and geography. By this means, spelling, usually considered an irksome task, becomes a pleasant recreation.



The children from the Boston Phonetic School were examined to illustrate the results which had been secured. The first was a German child, four and a half years of age, who, when she commenced, was unable to *speak* English, and even at this time speaks German with her parents. She read fluently from passages selected by the chairman, in a phonetic book, and analyzed many words.

Then two children seven years of age read from the *Transition Book*, and also passages selected by the President and others from the *Phonetic Reader*. Some of the pieces were poetry, and far beyond their comprehension. They also read with remarkable effect from *Tower's Gradual Reader*, in the common print.

The Chairman desired to put them to a still further test. He stated that he expected them to fail, but he wished them to read from the bound volume of the Massachusetts Teacher for the year 1848, in which he had selected a difficult passage. This was correctly done with elegance and precision. In analysis, too, they were found almost faultless.

The test in *spelling* was one of the most severe to which children have ever been subjected. Several of the teachers declared that adults were rare indeed, who could have been more successful.

We regret that we have no list of the words accurately spelt, of which there must have been nearly one hundred. Among them, however, were the following: curfew, myrrh, beautiful, almighty, till, until, lady, ladies, monkey, monkeys, cemetery, singing, referring, reference, pursue, traveller, conferring, delivering, preferring, inference, worshipped, Fitchburg, oak-tree, neighbor, separate, inflammation, conscience, singe, phthisic, concurring, chimney, chimneys, physician, spectacles, tranquillity, receive, believe, plague, occasionally, efficacious.

Of those missed the following are all that can be remembered. An *e* was inserted before *y* in *plaguy*, an *s* was omitted in *necessity*, and the *e* was omitted in *singeing*, *changeable*, *peaceful* and *freezing*, while an extra *l* was inserted at the end of the word *fulfil*.

An interesting discussion ensued upon the means by which these results were produced. Dr. Stone stated that there were only sixty words in the English language pronounced as they were spelled. Mr. John D. Philbrick, of Boston, thought this assertion needed sifting. He said he could think of no more than three words which were pronounced as they were spelled, viz.: the pronoun *I*, the article *A*, and the interjection *O*.

But this is equally true of the Phonotypic system, if the names given to its characters are different from their powers. In our prevailing system of orthography, the words in which a

simple vowel has any sound except the long or short one, constitute a very small minority. This class of words must be learned by observation, as we learn to distinguish countenances. But in the large majority of our words, the simple vowel has only its long or its short sound, and the latter greatly predominates. Now suppose the vowel be marked when it has its long sound. Then if this large majority of our words were spelled according to the *powers* of the letters, they would be pronounced as they were spelled. After some further remarks, he concluded by avowing his conviction that the Phonetic System would necessarily, ere long, be introduced into every town in the Commonwealth, as a means of teaching children to read and spell the common orthography, *unless* some other method shall be found to accomplish the object better. He thought our *present system of orthography* should be taught *phonetically*.

Mr. Josiah A. Stearns, of South Boston, made some remarks, putting in a clear light the remarkable powers of pronunciation exhibited by the children. Benj. Greenleaf, Esq., of Bradford, said that no one could have been a more earnest opponent of the system than he had been, but that he had the good fortune to hear a lecture by Dr. Stone before the Essex County Teachers' Association, and that he had been converted by what he had there heard. He thought all should be open to conviction.

Mr. Hammond, of Monson, made inquiries of the lecturer concerning the means by which the ability of the pupils to spell, had been secured, and Mr. S. C. Dillingham, of Sandwich, made some remarks in favor of the Phonetic system.

The subject was pretty thoroughly sifted by the scrutiny of teachers present, and left very favorable impressions on the minds of the audience.

#### AFTERNOON SESSION.

The Association proceeded to the choice of officers for the ensuing year, and the following gentlemen were elected:

*President.*—William H. Wells, of Newburyport.

*Vice Presidents.*—Benjamin Greenleaf, of Bradford; Rufus Putnam, of Salem; D. P. Galloup, of Salem; D. S. Rowe, of Westfield; Geo. A. Walton, of Lawrence; Louis Agassiz, of Cambridge; George Newcomb, of Quincy; Charles Barrows, of Springfield; Caleb Emery, of Boston; Eben S. Stearns, of West Newton; C. C. Chase, of Lowell; Samuel W. King, of Lynn; D. B. Hagar, of West Roxbury; F. N. Blake, of Barnstable.

*Corresponding Secretary.*—Elbridge Smith, of Cambridge.

*Recording Secretary.*—Charles J. Capen, of Dedham.

*Treasurer.*—Josiah A. Stearns, of Boston.

*Counsellors.*—Charles Northend, of Salem; Daniel Mansfield, of Cambridge; J. P. Cowles, of Ipswich; Calvin S. Pennell, of Lawrence; John Batchelder, of Lynn; Ebenezer Hervey, of New Bedford; Levi Reed, of Roxbury; George Allen, Jr., of Boston; James M. Lassell, of Cambridge; J. D. Philbrick, of Boston; A. M. Gay, of Charlestown; John Kneeland, of Dorchester.

Mr. Peirce, of West Newton, called from the table his resolution respecting the incumbency on the part of teachers, both by precept and example, to discourage the use of tobacco. Mr. Reed, of Roxbury, hoped the resolution would be put to vote without further discussion.

Mr. Poor, of Hopkinton, thought it an important subject, and hoped it would be fully discussed. He was in favor of the passage of the resolution, though he thought teachers, as a body, were not addicted to the use of tobacco.

Mr. Peirce said he was surprised at a remark made by a gentleman who spoke in the morning's debate on the subject, that there were many teachers who were in the habit of using tobacco; he thought it must be a mistake, but if it were true, so much the more pressing was the importance of passing the resolution. He looked upon teachers as the salt of the earth; but if the salt had lost its savor, he hoped it would be soon salted again.

Mr. Stearns, of Boston, spoke in explanation:—He said he had objected in the forenoon to the passage of the resolution, because he thought it would be hypocrisy for us to pass such a resolution, and then many of us to continue the use of tobacco. He was certain many teachers did use it; he did not, however, himself. He was in favor of the resolution, and hoped its doctrine would be practised; but he thought its passage inexpedient.

Mr. Parish, of Springfield, said he should not himself have introduced the resolution, but as it was now before the meeting, he hoped it would be passed, because by its rejection, we might be implicated as being in favor of the use of tobacco. He spoke against its use. He knew there were many teachers who were addicted to the practice, especially they who were graduates of colleges. In college, students were very likely to acquire the habit, and that would account for the fact that many clergymen were in the habit of using tobacco. He knew it was hard to break up old habits, but he thought, in this case, it must be done.

Mr. Rowe, of the Normal School at Westfield, said that of the scholars who had attended his school, he had never known but three who used tobacco. Without further discussion the resolution passed unanimously.

Mr. Blake, of West Tisbury, called the attention of the Convention to the great value and importance of the Phonetic system, of which they had that day witnessed such surprising results. He dwelt upon its practical advantages, and moved that a committee be appointed to investigate the subject and report to the Association at the next annual meeting. The motion was adopted, and the Chair appointed the following gentlemen on the committee:—

F. N. Blake of West Tisbury, Thomas Sherwin of Boston, Charles Hammond of Monson, J. D. Philbrick of Boston, S. C. Dillingham of Sandwich.

At three o'clock, Daniel Mansfield, Esq., of Cambridge, delivered a Lecture on "The Management of the School." The lecturer entered fully into the minutiae of the subject. Many valuable hints and suggestions were thrown out on the subject of discipline. Truthfulness, and the importance of inculcating it, were fully dwelt upon, and the best methods for establishing it were clearly and concisely explained. The lecturer favored the plan of requiring scholars to report their own delinquencies. The lecture was listened to with much interest, and was highly practical and instructive.

Thomas Sherwin, Esq., of Boston, Chairman of the Committee on Prize Essays, introduced the subject of prizes, and made some remarks on the question, whether they should be awarded for indifferent essays, and solicited an expression of opinion from members of the Association. Remarks on the subject were made by Messrs. Parish, Wells, Philbrick, Rowe, Kneeland and Hammond, the general opinion being in favor of awarding prizes only for meritorious essays.

Mr. Sherwin then reported that the essay signed M. F. E.—Subject "On Teaching Spelling,"—had been deemed by the Committee, worthy of the Prize of twenty dollars offered by the Association. (See close of this Report.)

The report of the Committee was accepted:

#### EVENING SESSION.

On motion of Mr. Philbrick of Boston, voted, that the number of lecturers be hereafter limited to three. The time for holding the meetings was discussed. The general opinion favored the plan which had heretofore been adopted.

The subject of the "Massachusetts Teacher" was introduced by Mr. Philbrick. On motion of that gentleman, it was voted that the Board of Directors be empowered and instructed to expend a sum of not more than twenty dollars for the purpose of subscribing for foreign Educational Journals, with the view of enriching the pages of the "Teacher."



Remarks were made by Messrs. Sherwin and Philbrick on the value of the "Massachusetts Teacher," and upon the importance of sustaining the work. Remarks on this subject were likewise made by Messrs. Colburn of Dedham, Thayer of Boston, and Parish and Strong of Springfield. The following resolution offered by Mr. Philbrick was then adopted ;

Resolved, That, in the opinion of this body, it is very desirable that every teacher in the Commonwealth should take and read an Educational Journal, and that we will use our influence to increase subscriptions to such Publications.

The Secretary then read communications which he had received from officers of the Plymouth and Franklin Co. Associations, giving information in regard to those societies.

Mr. Philbrick called up the subject of Prizes for Essays, and offered the following resolve, which was unanimously passed :—

Resolved, That two prizes of fifteen dollars each be offered, one to the members of this Association, and the other to the lady teachers of this State. The conditions, subjects, and appointment of judges, to be referred to the President, to be determined upon at his discretion. (See Prize Circular.)

The subject of the publication of the proceedings and lectures of the Association was called up, and after remarks by several gentlemen, was disposed of by reference to the Board of Directors, with authority to publish.

Rev. Mr. Babcock, of Lunenburg, very eloquently addressed the Association upon the bond of union and sympathy which should exist between the clergy and teachers.

Rev. Mr. Peirce, of Waltham, spoke on the subject of School Discipline, and suggested means of preventing whispering and other disturbances in the school. He deemed it advisable to appeal to the merit system, and above all to show to the pupils that confidence was reposed in their integrity and honor.

Mr. Thayer, of Boston, addressed the lady teachers present on the elevation of their calling, and the influence they exerted. His remarks were listened to with much interest.

Rev. Mr. Bullard, of Fitchburg, enlarged upon points in the various lectures. Messrs. Kueeland, of Dorchester, and the President addressed the Association on subjects of general importance. The latter gentleman spoke on subjects referred to in the lectures, upon the importance of receiving with due discretion new principles of action, and practising by them ; of endeavoring to avoid the evils, as well as reap the benefits referred to ; on the duty incumbent on teachers, especially the young, to attend the Teachers' meetings for the purpose of gaining information on subjects of doubt. Mr. King, of Lynn, referred to the decease of Barnum Field, Esq., of Boston, and

spoke of the virtues of the deceased. He concluded by offering for re-affirmation the resolutions adopted by the American Institute in August last, which were passed. See "Teacher," Vol. 4, page 279.

Mr. King offered the following resolutions :

Resolved, That the thanks of this Association be presented to Thomas Sherwin, Esq., of Boston, for the able, faithful, and truly acceptable manner in which he has presided for the past two years over the deliberations of this Association : to the Editors of the "Teacher," for their able and successful labors : to those Editors of newspapers who had gratuitously advertised our meetings : to the town authorities of Fitchburg, for the use of the Town Hall, and to the Superintendents of the various railroads, for the extra facilities they have afforded teachers who have attended the meetings.

Resolved, That the thanks of the Association be presented to Charles Mason, Esq., and other gentlemen of Fitchburg, for the very efficient aid they have rendered us at the present meeting : to the inhabitants of Fitchburg for their hospitalities to lady teachers, and to those gentlemen who have afforded so appropriate gratification and instruction by their lectures.

The Association then adjourned to meet at such time and place as the Directors shall appoint.

The next meeting will be held in New Bedford.

CHARLES J. CAPEN, *Secretary M. T. A.*

The successful competitor for the Prize, [M. F. E.] will have her claim attended to, by addressing a note on the subject to Thomas Sherwin, Esq., of Boston.

#### PLYMOUTH COUNTY TEACHERS' ASSOCIATION.

A SEMIANNUAL meeting of this Association was held at Kingston, on Friday and Saturday, the 21st and 22d of November, 1851.

The first lecture was delivered by R. Edwards, of Bridgewater, on the subject of Marine and Atmospheric Currents. The subject was discussed by Messrs. Jenks and Spear. The following gentlemen were elected officers for the ensuing year :—

*For President.*—John H. Hunt, of Bridgewater.

*Vice-Presidents.*—Sylvander Hutchinson, Hingham ; Matthew P. Spear, Bridgewater ; W. R. Ellis, Kingston.

*Secretary and Treasurer.*—Richard Edwards, Bridgewater.

*Executive Committee.*—John W. P. Jenks, Middleboro' ; N. Tillinghast, Bridgewater ; Aaron H. Cornish, Plymouth ; Lewis E. Noyes, Abington.

On motion of Mr. Tillinghast, the vote passed at the last meeting in reference to the time of the summer meeting, was reconsidered, and it was voted that the next meeting be held at North Bridgewater, by special request of the citizens of that place, on Thursday and Friday, the 10th and 11th days of June, 1852.

On motion of Mr. Hunt, the Secretary was appointed a Delegate to represent the Association at the next meeting of the Massachusetts Teachers' Association, and to report to the Secretary of that Association the state of the educational movement in this county.

A Committee on Criticism was appointed by the Chair, consisting of Mr. Spear, of Bridgewater, Miss Mary Robbins, of Plymouth, and Miss Adeline M. Jacobs, of Abington.

Mr. Spear, Mr. Merritt, of Hingham, and Mr. Hunt, of Plymouth, were appointed by the Chair a Committee on Resolutions.

A discussion was then opened upon the subject of School Supervision. It was kept up with a good degree of interest until 12 M., the hour for adjournment. The meeting was addressed on the subject by Mr. Hunt, Rev. Mr. Peckham, of Kingston, Mr. Tillinghast, Mr. Spear, Mr. Faunce, of Kingston, Mr. Jenks, and Rev. Mr. Keeley, of Kingston.

These gentlemen all agreed that some change was required in the matter of Superintending and Prudential Committees. Mr. Hunt advocated the plan of having a State Board of Examiners, composed of practical teachers, who, together with similar County Boards, should possess the exclusive power of licensing teachers, thus relieving the town Committees of the duty. Several of the speakers recommended the abolition of the office of Prudential Committees. Adjourned to 1 1-2 P. M.

In the afternoon, the Association was called to order by the President, who announced Rev. Mr. Peckham, of Kingston, and Mr. Spear, of Bridgewater, as lecturers for the next meeting. The Essay, to the writer of which the prize of ten dollars had been awarded, was then read by the President. It was upon the following subject:

"The encouragement that teachers have for exerting a moral influence upon their pupils."

Upon opening the sealed envelope, the writer's name appeared to be Mr. J. Blackmar, of Plymouth.

Mr. Spear, from the Committee on Resolutions, reported the following:

*Resolved*, That the thanks of this Association be tendered to Mr. J. W. P. Jenks for the very efficient and kind manner in which he has discharged the duties of his office, as President, during the past year.

*Resolved*, That the thanks of the Association be presented to Mr. Richard Edwards, for his able address delivered during the present session; and also for the unceasing devotion to the best interests of the Association, uniformly manifested by him, in connection with the duties of his office as Secretary.

*Resolved*, That we tender to the citizens of Kingston our hearty thanks for their hospitality, so liberally extended to the members of this Association.

These resolutions were unanimously adopted.

The remainder of the session was occupied in discussing the various methods of teaching geography, each speaker making some suggestions in regard to the best course to be pursued. Remarks on this topic were made by Mr. Edwards, Mr. Spear, Mr. Tillinghast, Mr. Hutchinson, of Hingham, Mr. Merritt, of Hingham, Rev. Mr. Peckham, Mr. Jenks, and Mr. Hunt. At the close of the discussion, prayer was offered by Rev. Mr. Peckham, and the Association adjourned by singing Old Hundred, to meet at North Bridgewater on Thursday, June 10th, 1852, at 9 o'clock, A. M.

Notwithstanding the severe weather on Friday, and the state of the roads consequent upon it, the Town Hall was well filled on Saturday, and a very good number was present on Friday evening. Nothing could exceed the promptness and care with which the people at Kingston had made their preparations for receiving the teachers and entertaining them. Places had been provided for two hundred strangers, but owing to causes already alluded to, the number present was much less than that. But the best spirit pervaded the meeting; no time was spent in idle and unprofitable talk; every moment of the session was devoted to good use.

RICHARD EDWARD, *Secretary*.

MR. EDITOR:—I have been a subscriber to the Common School Journal for a number of years, as well as to the "Massachusetts Teacher." On my return home from school this evening, I found the *Journal* for December 1st, on my table, and I sat down to peruse it. An editorial article, headed "*State Teachers' Associations*" attracted my attention. Here are a few quotations from it. The Italics are mine, except in the last line of No. 3.

No. 1. "Not many years ago, an *attempt* was made to get up a State Teachers' Convention in Massachusetts."

No. 2. "About the same time, a State Association was formed in New York, and *managed much in the same way, mainly by private teachers.*"

No. 3. "There (N. Y.) as *here* an *opposition* Journal was got



up to put down the District School Journal, which, like this Journal, had always been the advocate of the *Common Free Schools*."

No. 4. "Since writing the above, we see by the newspapers that the Massachusetts State Teachers' Association has held its annual meeting at Fitchburg. The meeting was *thin*, and we can see nothing remarkable in the Report of its doings, except that the teacher of a *private school*\* was elected President instead of a public teacher, and twelve very good men were again selected to edit the Journal of the Association, *which was 'got up' to supersede this Journal*, then edited by one who had offended some of the Massachusetts Teachers."

No. 5. "*Truth, Reform, and Improvement* are our aim, and we shall fearlessly pursue our course, relying upon the discernment of teachers, and of the people, whose true interests we have at heart."

If these "elegant extracts" are a sample of the "*Truth*" to be advocated by that Journal in 1852, I think I can get along without it.

A "PUBLIC TEACHER."

*The Student: a Family Miscellany and Monthly School Reader.*

Edited by N. A. CALKINS, and published by Fowler & Wells, New York.

We have received a few numbers of this monthly, and should be glad to see it more regularly. It contains a great variety of entertaining and instructive matter. Parents, teachers and pupils will not fail to find something in every number, adapted to their wants and tastes. We give it the right hand of fellowship as a co-laborer in the cause of education.

*Normal Schools and other Institutions, Agencies and Means Designed for the Professional Education of Teachers. By Henry Barnard, Superintendent of Common Schools of Connecticut. Part I. United States and British Provinces. Part II. Europe. Hartford: Published by Case, Tiffany and Company, 1851, pp. 650.*

We had intended to give an extended notice of this publication, but we must postpone it for the present. In the meantime we give it as our opinion that it is one of the most valuable educational works ever published in this country. It throws a flood of light upon the subject of Normal Schools, and consequently upon the whole subject of education.

\* If the Putnam Free School of Newburyport is a *private school* we should like to know what a *public* one is.—ED.

*The Journal of the Society for the Prevention of Pauperism in Boston, No. III, October, 1851.*

This pamphlet contains much valuable information on immigration, pauperism and crime in Boston, and their cost, and on the system for the distribution of charity, which has been carried into successful operation by the "New York Association for improving the condition of the Poor."

It is beginning to be understood that *education* is the greatest of all preventives of pauperism.

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### PRIZE ESSAYS.

THE following Prizes for original Essays are offered by the Massachusetts State Teachers' Association :—

To the members of the Association, for the best essay on "The Self-improvement of Teachers," a prize of *fifteen dollars*.

To the female teachers of the State, for the best essay on "Moral and Religious Instruction in Schools," *fifteen dollars*.

Each essay should be accompanied by a sealed envelope containing the name of the writer ; but no envelope will be opened except those which accompany the successful productions. The essays must be forwarded to the Secretary, Charles J. Capen, Esq., of Dedham, on or before the first of October, 1852. The prizes will be awarded by an impartial committee ; but no prize will be awarded to any production that is not deemed worthy of a prize. The successful essays will be regarded as the property of the Association.

W. H. WELLS, *President*.

*Newburyport, Dec. 18, 1851.*

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Francis Gardner, Esq., has been appointed Principal of the Public Latin School of Boston. He had been connected with the school as pupil and instructor for about nineteen years, and is, therefore, no stranger in the place. He is a good scholar, and a ripe one, and possesses ability of the highest order as an instructor. Salary, \$2,400.

Mr. Marshall, of the High School in North Danvers, has been appointed Principal of the High School in Chelsea. Salary, \$1,000.

William H. Long, Esq., has been appointed Principal of the Dearborn Grammar School in Roxbury. A model school house has been erected for the accommodation of this school.